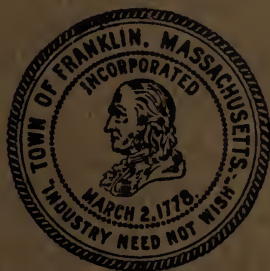


Annual Report
OF THE
SCHOOL COMMITTEE
OF THE TOWN OF
FRANKLIN, MASS.



FOR THE
Fiscal Year Ending December 31,
1918



SENTINEL PRESS
FRANKLIN
1919

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SCHOOL COMMITTEE

	Term expires
George W. Wiggin, 5 Crescent St.,	Feb. 1919
William C. Buchanan, Alpine St.,	Feb. 1921
Charles A. R. Ray, Unionville,	Feb. 1920

ORGANIZATION

George W. Wiggin, Chairman
William C. Buchanan, Secretary

SUPERINTENDENT OF SCHOOLS

Arthur W. Hale, 56 Dean Avenue
Office: High School Building

Office Hours: Monday, 8.00 to 9.00 A. M., 4.00 to 5.00
P. M. during school term.

Office open on school days: 8.00 to 12.00, 1.00 to 5.00.
Saturday: 8.00 to 12.00.

Telephone: Office, 23-4; House, 87-4.

Clerk: Clara Simmler.

REGULAR MEETING OF SCHOOL COMMITTEE

Second and fourth Tuesday of each month, Horace
Mann High School at 8.00 P. M.

SCHOOL PHYSICIAN

Solon Abbott, M. D., Dean Ave.

ATTENDANCE OFFICER

Russ W. Harding, Winter Street

School Calendar, 1918-1919

Sept. 10, 1918. Opening of Schools.
 Oct. 12. Columbus Day (Holiday).
 Nov. 28-29. Thanksgiving recess.
 Dec. 23 to Dec. 30, 1918. Christmas Vacation.
 Jan. 1. New Year's Day (Holiday).
 Feb. 22. Washington's Birthday (Holiday).
 March 24 to March 31, 1919. Spring Vacation.
 April 19. Patriot's Day (Holiday).
 May 30. Memorial Day (Holiday).
 June 20. Elementary Schools close.
 June 26. High School Commencement.
 June 27. High School closes.
 Sept. 9, 1919. Opening of Schools.
 Oct. 12. Columbus Day (Holiday).
 Nov. 27-28. Thanksgiving recess.
 Dec. 22 to Jan. 5, 1920. Christmas Vacation.

No School Signals

2 blast 4 times

7.30: Omit morning session in Horace Mann and Junior High Schools.

8.15: Omit morning session in Elementary Schools.

12.30: Omit afternoon session in all schools

Report of School Committee

To the Citizens of Franklin:

The elaborate report of our Superintendent of Schools, which is submitted herewith, renders it unnecessary for the Committee to do more than to call the attention of the citizens to the general features of our school system, and the requirements of that system in the future.

The year which has just come to an end has been an unusually severe one for the schools of our town, and in fact of the whole state.

Notwithstanding the increase in the compensation of our teachers, more than one-fourth of their number found more attractive employment elsewhere.

In addition to this change in teachers, at the close of the spring term our Superintendent of Schools resigned, and we were forced to go into the market for his successor, but in supplying so many new teachers and a new superintendent we have been unusually fortunate in our selections, a result for which our pupils, parents, and others are to be congratulated.

Besides these drawbacks, the epidemic which swept over the country in the fall and early winter necessitated the shortening of our fall term by several weeks; but notwithstanding all these handicaps, we believe that our schools have succeeded in maintaining their high standard of former years.

This result has been brought about by the able and energetic management of our Superintendent, the earnest and untiring efforts of our teachers, and the cheerful compliance of the pupils with the intensive work imposed upon them in order to make up for the loss of time caused by the epidemic.

The increasing number of pupils, especially in the lower grades, brings before us again the urgent need of

additional school accommodations, for at the present time every school room in town is occupied, and those of the lower grades are over crowded.

Unless there is a decided falling off in the school population, two more rooms will be needed at the beginning of the next school year.

In view of the unsettled conditions in the business world, and the unusually high cost of all building materials, your Committee hardly feel justified in asking the town to erect new buildings the present year. We are forced to the conclusion that the wisest course would be to provide temporary accommodations for the increasing number of pupils

THE HAYWARD ATHLETIC FIELD

The appropriation for the improvement of the athletic field adjacent to the Theron Metcalf School has been substantially all expended in laying an eighteen-inch drain pipe through the middle of the field from Peck Street to land of the Morse Estate, and in grading the lower portion of the field.

In order to carry out the design of the donors of this field, a further appropriation will be needed, and we recommend that such an appropriation be made. In making this recommendation, we feel that an appropriation made for that purpose is providing for an important aid to education.

We feel that little argument is needed to convince one that the physical development of the pupils is quite as essential as their mental development, and that the two should be carried on simultaneously if we are to reap the full benefits of our common school system.

Our recommendation of appropriation for the ensuing year are embodied in the accompanying budget of estimates of receipts and expensed for the year 1919.

Respectfully submitted,

GEORGE W. WIGGIN,
WILLIAM C. BUCHANAN,
CHARLES A. R. RAY,

School Committee.

January 6, 1919.

Budget Estimate for 1919

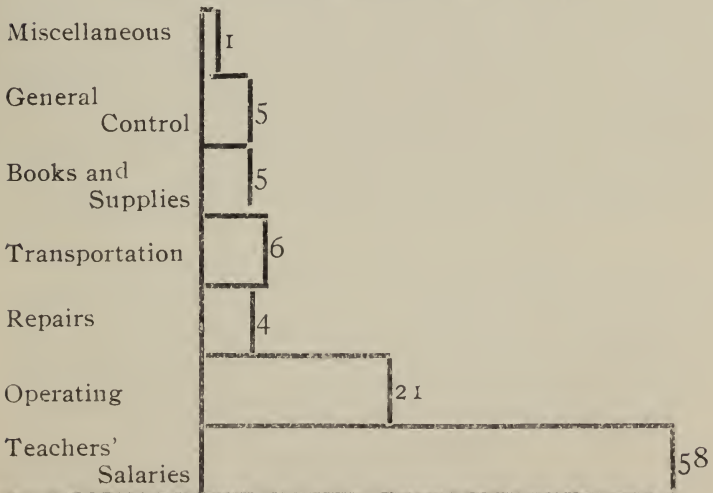
	Estimate 1918	Expended 1918	Estimate 1919
General Control,	\$ 2,750 00	\$ 2,814 99	\$ 3,000 00
Teachers' Salaries,	30,500 00	31,206 38	34,300 00
Books and Supplies,	2,500 00	2,771 66	3,000 00
Wages of Janitors,	4,867 00	5,047 70	5,515 00
Fuel,	4,000 00	5,624 89	4,000 00
Misc. Operating,	1,000 00	728 39	1,000 00
Repairs,	2,100 00	2,199 75	2,100 00
Transportation,	3,000 00	2,951 83	3,400 00
Misc., Insurance, etc ,	683 00	698 57	700 00
Total,	\$51,400 00	\$54,044 16	\$57,015 00
Receipts estimated,	2,000 00		1,800 00
March Aprop.,	\$49,400 00		\$55,215 00
July Aprop.,	3,800 00		
Total,	\$53,200 00	\$53,200 00	
		Receipts, 1,994 46	
		Total, 55,194 46	
		Total Expended, 54,044 16	

*Unexpended bal., \$1,150 30

Appropriation recommended, 55,215 00

*Unexpended balance due to closing of schools during influenza epidemic.

How ONE DOLLAR was spent in 1918.



TWENTY-EIGHTH ANNUAL Report of the Superintendent of Schools

For the Year Ending December 31, 1918

To the School Committee and Citizens of Franklin:

Following is my first annual report as Superintendent of your schools.

New Teachers.

Before schools opened in September I was confronted with the task of filling the positions made vacant by the withdrawal of eleven of our staff of 43 teachers. Feeling that there is much truth in the saying, "as is the teacher, so is the school," and realizing that the work of over a quarter of our boys and girls in the schools depends in a very great degree on the wise selection of the teachers to fill these vacancies, I spent the greater part of the summer in an endeavor to procure the best teachers obtainable for the salaries that could be offered. Considering the great shortage of available teachers caused by many leaving the profession for more remunerative occupations, the small graduating classes at Normal Schools and the high salaries that many schools were offering, I feel that time will show that Franklin was fortunate in securing many of the teachers appointed.

The action taken by the voters of Franklin during the summer whereby more money was made available for the schools was very opportune. Without that appropriation the work of the schools would have seriously suffered and I feel that the schools would have lost the services of many valuable teachers whose places could not have been filled.

School Enrollment.

Schools opened on September tenth with an enrollment of 1221 pupils, five more than the previous year. On De-

ember second it had increased to 1241 or six more than in the same period last year. As the enrollment in the High School is twelve less than last year the increase comes in the grades, and especially the primary grade where there are 176 pupils this year, or 25 more than last year. How to relieve the over crowded condition of the primary rooms is one of the problems which needs to be solved in the near future.

Last year, with an enrollment of 151 pupils in the primary grades, 39, or over one quarter, failed of promotion at the end of the year. This year, with the same class room facilities and the teachers burdened with a larger number of pupils, we cannot expect better results. The easiest solution would be to raise the age of entrance to the first grade, from five and one-half to six years. By this method the pupils would be more mature on entering school and more capable of doing the work. I do not favor this plan, however, as I think that boys and girls five and one-half years of age should have the privilege of being in school as most of them at that age will profit thereby. Of many other solutions which might be mentioned I think the one most suited to conditions as they exist in Franklin would be to provide an additional class room so that the number of pupils per room could be lessened, and as a result, each pupil would obtain more attention and instruction. Unless an additional class room is provided either the pupils will suffer on account of lack of sufficient instruction or the age of entrance will have to be raised.

Attendance.

No sooner had the schools fairly entered upon the year's work than they were unavoidably interrupted by the influenza epidemic. This epidemic not only caused the schools to be closed for a period of five weeks and two days during the best part of the fall for school work, but it also caused many absences on the part of pupils and teachers which gave seriously interfered with progress. In order to make up some of the time lost, the Christmas vacation was shortened to one week, and the school day lengthened by one-half hour in both the Junior High and High School. On account of the immaturity of the children, it seemed inadvisable to lengthen the school day in the first six grades. By the measures thus taken and a little more concentration on the part of teachers and pupils, it is hoped that the pupils in

at least the upper grades and High School will be able to accomplish the usual year's work.

The Work of the Schools.

My predecessor, in his report for the year 1916, gave a very able and detailed account of what the schools were doing in the various subjects. In his report for last year he explained how the schools were helping to win the war. The work as outlined in those two reports with a few minor modifications and exceptions is being continued.

During the past year the schools have proved to be an invaluable means of spreading government information in regard to food and fuel conservation, Liberty Loans, Thrift and War Savings Stamps as well as giving wide publicity to the drives for the United War Fund and Red Cross membership. The children have toiled, saved and made direct contributions to the government and to these organizations as far as their circumstances would permit.

Although this work has interrupted and interfered to some extent with the quantity of traditional school work accomplished, still it has improved the quality and has made both teachers and pupils more keenly alive to the duties and needs of the hour and all that contributes to the making of intelligent citizens. It has furnished a rare opportunity to teach lessons of patriotism, service and sacrifice to the children which cannot fail to be reflected in a better co-operation in, and understanding of, community, state and national affairs.

During the time that the schools have been in session much of my time has been devoted to improving the instruction in reading and arithmetic. Standard tests in reading which test the speed of a pupil's silent reading and the comprehension, or ability to reproduce the thought of what he has read, have been given in all grades above the third. The results of these tests, with the exception of three rooms, show that as a whole, the pupils are slightly below standard in speed, and very much below standard in their ability to reproduce the thought of what they have read. The success of much of the work in the upper grades and the High School depends on the pupil's ability to gain thought accurately and quickly from the printed page. On that account the aims and methods of teaching reading have been considered and discussed with the teachers individually and collectively with the hope that we have come to a better

understanding and see more clearly what we should strive to accomplish in reading, and ways and means for doing it effectively.

The result of the Courtis Tests in Arithmetic show that the pupils generally are far below standard in the fundamental operations, such as adding, subtracting, multiplying and dividing whole numbers. This lack of facility seriously interferes with the accuracy and rapidity of all their mathematical work, as even in the High School a large percentage of errors in the daily work in mathematics is found to be based on mistakes in the fundamental operations in arithmetic which every child should know. In order to improve work along this line I have urged the teachers to give short daily drills in these fundamental operations from the second through the eighth grade, with accuracy and speed as the goal. Unless the pupils have sufficient drill, intelligently directed, on these operations, to make them reflex they will always be handicapped in their mathematical work.

In the future I expect to discuss with the teachers other subjects of the curriculum with the hope that a better understanding of the main aims and the best methods will result.

While much has been done by my predecessor in improving both the subject matter to be taught and the methods of teaching, still the task is an endless one and needs constant attention.

Physical Training.

The physical condition of the young men who came within the army draft revealed the startling condition that about one-third of all examined were physically unfit for army service. This condition should not be allowed to continue. Already many states have passed legislation making physical education compulsory in all schools. Here in Franklin the physical work in the High and Junior High Schools is well taken care of by teachers especially trained for the work. In the first six grades it is left to the room teachers to conduct the physical work for their pupils. This they do with greater or less success depending on their interest and natural ability to perform the work. In order to improve and systematize the physical work in the lower grades I think that a part time supervisor is needed the same as in drawing and music, to arrange a definite daily program for each grade and to assist the room teachers in the conduct of the work. Only by having a supervisor especially trained for

the work will the boys and girls during the growing years of childhood receive proper physical training. The nature of the work as it is conducted in the High and Junior High School may be obtained from the following extracts taken from the reports of the supervisors in charge of physical work in those schools.

"The aim of physical work is primarily health."

"Every lesson is divided into four parts as follows: warming up period, educational period, general exercise period and quieting period. In the warming up period marching, skipping, etc., are given. In the educational period, exercises are given for strengthening the muscles of the spine and chest and for volitional control of the body. During this period new dances, games, etc., are taught and exercises for correcting defects in posture. The general exercise period is for a review of games, dances, etc., already taught. The quieting period is used to bring the circulation back to normal and to obtain alertness."

"We must not forget that our High School pupils are still growing up and that they are at an age where they are most susceptible to the formations of habits both bad and good."

"The physical work tends to form in them, unconsciously to themselves, the good habit of standing, walking and sitting as one ought."

"We too often neglect the fact that man was created to stand erect. Much stress is laid upon this fact in the High School course. Just at present the whole High School is divided into the following five groups: (1) perfect posture, (2) fatigue posture (head too far forward with the tendency toward round shoulders), (3) bantam position (over extended chest), (4) round shouldered, (5) lateral curvature of the spine. Since the above has been done there seems to be a renewed interest in the physical work and I think that the pupils are sincerely trying to perfect themselves in the posture ideals and to get placed in the group of normal pupils. The next step which we are to undertake is the sitting postures. This is no easy matter to deal with and the home can help here if it will wake up to the fact that all of the good of the school's work can be ruined by allowing bad sitting postures in the home.

Much individual attention has been given each student and home exercises have been taught and suggested to those

pupils who need special attention along certain lines of physical development."

"Examinations are given five times a year and the pupil is marked upon the correctness of his form in his exercises. This tends to keep the standard high. Once a week I give talks upon health or habits or demonstrate exercises ideally adapted for the welfare of certain groups. I hope this year to use lantern slides along this line. It will add interest and will help to impress some vital facts in community hygiene."

Drawing.

The extracts below taken from the report of the Supervisor show what is attempted in drawing.

"The aim of drawing is to give the child a power of his own to draw, construct and to discriminate between good and bad design in articles with which he comes in contact in his daily life.

"In the High and Junior High School the course is divided into five branches: (1) Construction, (2) Sketching, (3) Design, (4) Color and (5) Appreciation. The general aim of construction is to enable the child to make useful objects out of paper and cardboard in home, school, business or social life, such as book covers, boxes, models of buildings, rooms, and furniture. The aim of sketching is to give the child a means of expression whereby he can make sketches of buildings from which a carpenter or architect could work, or to sketch birds, animals, trees, etc., for pleasure. The aim of design is to make articles of everyday use more attractive. To be able to use color successfully to know its hue value and to be able to match colors and combine them in dress, home furnishings, etc., is the aim of the color work. In appreciation, the aim is to have the child know a few good pictures and who painted them, to be able to choose good dress design appropriate in pattern, material design and color for different persons."

Music.

The following parts taken from the report of the Supervisor of Music show what is being done. "An effort is made to inspire a love of good music in children by teaching them to know what good tone is, and how to produce it, to read easy music at sight, and to be able to demonstrate individually what has been taught. Voices are properly classified and taught the art of part-singing which prepares

the child for independent effort in music in their later lives. The nucleus of an orchestra has been formed and a large and promising Glee Club of over 100 members has started the year's work with enthusiasm and vigor."

The Junior High School.

Franklin is fortunate in having adopted at an early date this type of school which is now advocated by educational experts throughout the country as the best type of school for the education of boys and girls during the "why" and "how" period of their lives when the practical rather than the theoretical appeals more strongly and curiosity is keenest.

Under the present arrangement the school is not doing all that it should for the children, as there is no differentiation in the work done, except that the girls take Domestic Science and Free-hand Drawing, while the boys take Manual Training and Mechanical Drawing. Otherwise the subjects are the same for all. In the Junior High School the pupils should have an opportunity to try themselves out in various lines of work and to discover that for which they are best adapted, in order that they may make a more judicious choice of the course they are to pursue in High School or in life. I think that arrangements should be made so that a choice of Classical, Manual and Commercial Work may be offered instead of requiring all to take Manual Work for two years as at present. By co-operating with the High School so that the Manual Training equipment at the Junior High School and Commercial equipment at the High School could be used by both and by interchanging teachers for a few periods each day this could be accomplished with very little additional expense, provided there was more room available at the Metcalf Building.

The report of the Principal of the Junior High School which will be found on subsequent pages gives a more detailed account of the work of the school.

The High School.

During the summer the two main rooms on the first floor of the building were given new ceilings and the walls re-tinted so that now they present a much better appearance. It is suggested that considerable interior work be done next summer in the halls and other rooms of the building in order that they may be better suited for school work.

Shortly before school opened in September the resignation of one of the High School teachers left a vacancy which has not as yet been filled. As a result, the principal and some of the teachers have loyally assumed more work and some of the supervised study has been omitted. On account of the smaller attendance this year, this arrangement has not interfered seriously with the work of the school, but it is hoped that a better arrangement can be made in the future.

I refer you to the report of the Principal, which comes later, for an account of the work of the High School.

Thrift and Savings.

In addition to the systematic opportunity to save offered by the school savings bank operated for all the schools by the pupils of the Junior High School in co-operation with the Benjamin Franklin Savings Bank, the Thrift and War Savings Stamps offered by the National Government furnish an opportunity for the children to save.

At the beginning of school in the fall Mr. C. T. C. Whitcomb, Executive Secretary of the Massachusetts War Savings' Committee gave an instructive and inspiring talk to the teachers on Thrift and War Savings' Stamps with the result that during the fall nearly six times as much money was invested in stamps by the children as during the preceding two terms.

The Summer Playground and Gardens.

The playground work was supervised three afternoons a week for a period of six weeks during July and August. A large number of the younger children were always on hand and immensely enjoyed the sand boxes, teeter-boards, and games. The expense of the supervision of this work was met by the co-operation of the School Committee with the Playground and Garden Association. The same organization in co-operation with the School Committee of Wrentham employed a Garden Supervisor for the summer. The Supervisor visited at least twice the 275 United States War Gardens in Franklin and gave the young gardeners timely suggestions and advice in regard to them. A record was kept of each garden showing what was planted and the condition of the garden on each visit. The supervisor reports that with the exception of a very few the "United States

War Gardeners" seemed interested and earnest in the task they were performing.

The Supervisor also had charge of the work of the two State Canning Clubs in Franklin, organized under the auspices of the State Agricultural College. Each club met every other week in the Domestic Science room of the Theron Metcalf School where seasonable products were canned by the girls. In November an exhibition of the canned goods was held at the school.

Gifts.

Local organizations and individuals have helped the schools in many ways. The Nursing Association has held eye clinics where valuable aid in improving the sight of the school children has been rendered. The nurse has co-operated with the schools. She has assisted in making it possible for children who come from a distance to have some warm cocoa with their noon-day lunch. She has also assisted in seeing that some of the defects revealed by the Eye and Ear Tests were remedied.

Through the generosity of Mr. Harry T. Hayward in offering to give the town \$1000 if the townspeople would appropriate a like amount for improving the field which Mr. and Mrs. Hayward had previously given, a rare opportunity was presented for developing a playground and recreation center for the whole community. The town appropriated \$1000 and with the money thus provided a drain was laid through the field and some grading done. In addition to his original offer Mr. Hayward very generously bore the entire expense of having plans made by a competent engineer for the development of the field.

At this time when the draft has shown the need of more playground and recreational facilities for the physical development of our people it is earnestly hoped that the work thus begun will be continued.

Recommendations.

A part time supervisor for Physical Work in the first six Grades.

A differentiated Course of Study in the Junior High School.

Three additional rooms at the Theron Metcalf Building: one for a primary grade, one for the Junior High School and one for manual training.

In closing this report I wish to pay tribute to the spirit of helpfulness and co-operation that exists throughout the School Department.

Respectfully submitted,

ARTHUR W. HALE,
Superintendent of Schools.

January 2, 1919.

REPORT OF HIGH SCHOOL PRINCIPAL TO THE SUPERINTENDENT OF SCHOOLS

To the Superintendent of Schools:

The High School opened in September with 157 pupils, 18 less than we had a year ago. This loss was caused by a small entering class and by boys in the two lower classes remaining at work which they had been doing during the summer vacation. I have been told of boys who were earning as much as forty dollars a week during the summer and it does not seem at all strange that some of them continued in this work instead of returning to school, especially where this met with the approval of their parents. An encouraging contrast to this action is seen in our senior class, not one of whom has left school to go to work. We have, therefore, the largest senior class in the history of the school with the single exception of the class of 1914 which was unusually large because the eighth and ninth grades had been united four years before. Last year all the seniors completed the prescribed work and received diplomas and in all probability the present senior class will make an equally good record.

It has been difficult to catalogue all our former students who have entered the army and navy because so many have moved away, and therefore, enlisted from other towns but as far as we know the number is 137.

The value of a high school and college education has been greatly emphasized during the past two years when there has been such a demand for officers in the army and navy. No sooner had war been declared than it became apparent that young men who had received a college education were pre-eminently well qualified to fill these positions, even though their studies had not been strictly military in char-

acter. When the supply of college men became exhausted high school graduates were given an opportunity to take short, intense college courses which would prepare them for officers' training camps. It was found that students who had done good work in science and mathematics had a distinct advantage over those who had taken a strictly commercial course and indeed some colleges refused to take commercial graduates. Each year a large proportion of pupils who enter the High School choose to take the commercial course and while most of the girls who graduate from this course, find employment as stenographers and book-keepers most of the boys take up some other kind of work and do not become stenographers. It would seem, therefore, that a larger proportion of our boys should take the general course and give particular attention to science and mathematics.

For the third year our work has been interrupted by causes entirely beyond our control. Two years ago it was infantile paralysis. Last year it was unprecedented cold weather and a shortage of coal. This year it has been Spanish influenza which caused all the schools in town to be closed for five weeks and kept at home about a fifth of our pupils for seven more weeks. There has, however, been such an earnestness of purpose manifested by both pupils and teachers that some classes are as far advanced as they usually are.

A brief course in home nursing offered by the nursing association was taken by a number of our girls last year and the extreme importance of such a course was very apparent when the epidemic of Spanish influenza broke out this fall. It is to be hoped that this course may be continued and extended.

In November a new piano, which has long been needed, was purchased and is a great help in our musical exercises. The Glee Club has previously raised enough money to buy a piano but this money was all given to the Red Cross. Last year the Alden Club renewed its offer of free membership to the two senior girls who had done the best work as Juniors and it is to be hoped that this may become a permanent custom. They also gave two prizes, one of five dollars and the other of two dollars and a half for the best essays on "Why We Are at War with Germany." The series of speaking contests for the Singleton Shield came to an end last May when Mansfield won the shield for a per-

manent trophy. Mr. Singleton has offered to give another shield for another series and also one for excellence in mathematics or history. This offer is especially timely as there has never been such an opportunity to teach history and by means of this teaching impart a solid foundation for good citizenship as there is at the present time.

Last June Miss Corner and Miss Harrington resigned and it was decided to get along with one less teacher. Miss Helen D. Bean was elected to fill the vacancy. In August Miss Blake resigned and no one has as yet been found to take her place except that Mrs. Everett Sampson teaches two periods each day. This has made it necessary to discontinue some of our supervised study.

Respectfully submitted,

(Signed) CHARLES B. LAMB,

Principal.

REPORT OF PRINCIPAL OF JUNIOR HIGH SCHOOL TO SUPERINTENDENT OF SCHOOLS

To the Superintendent of Schools:

Dear Sir: This year as last, the conduct of the war has overshadowed every other topic. Education as usual is as much of an impossibility as "business as usual" at the present time. No subject of the curriculum but has felt its influence.

The Liberty Loan, Red Cross, and United War Work drives have afforded a wealth of material and a vital motive for English composition, written as well as oral. History takes on an added value. What part have former events played in the present war? It is easy to see. History is no longer a text-book subject. The brothers and fathers of these children have been and are now making history. Now is the time to teach them the story of the Great War.

"Every child in an American school must know the truth. Not to know the truth is not to know the glory of America's entrance into this war.

"The children in school today will bear the burden of the enormous taxes that must be paid. If they know why these

bonds were necessary they will bear that burden cheerfully ; if they do not know, they will be misled by the rascals who will try to blame the noblest men of the noblest nation for the noblest deed in the world's history."

The child, a *citizen now*, who takes part in the activities of his own community, the school, has much greater interest in civics than the one who is being prepared for *future citizenship*. The old method of studying geography has given place to the project method or human geography. Here again the war has brought forward new projects and we learn much of the geography of the warring countries at first hand from the letters and conversation of our boys in the army and navy.

The business world demands that those who enter it should be able to add, subtract, multiply and divide. The content of the course in arithmetic has been simplified so as to place the emphasis on these processes. Quick drills and rapid reviews daily and the Courtis Tests are accomplishing much in this direction. The sale of Thrift Stamps and other war activities furnish material for problems.

The cabinets in use in the science room, book-cases in several rooms as well as boxes, etc., for the Red Cross prove the immediate value of the course in manual training, while the domestic science department in addition to the Red Cross sewing has shown the ease with which Mr. Hoover's regulations may be carried out in the home.

The life of the soldiers and sailors has brought home to us all the value of proper exercise and health regulations. The setting-up exercises and group work in physical training and the course in hygiene meet these demands.

During the war, industry has come to the fore as never before. With this new situation comes a new demand on the schools. More of our boys and girls will enter the industries than the professions. Are we giving them the training they need? Most of them have no way of knowing what kinds of positions are open to them except as they become familiar with them through friends that are in them. Thus many drift into blind-alley jobs and stay there permanently and others waste a great deal of time on the wrong line of work before they finally find the position for which they are fitted. Junior High School boys and girls are not mature enough to decide finally what their life work shall be ; but they need to have an idea of the opportunities

open to them and a realization of the dignity of labor. We are giving a half-year of vocational guidance in the eighth grade. This is in the nature of a survey of vocations, and not an attempt to choose a life career for the individual.

Along with this work of vocational guidance, there should be a differentiation of courses in the Junior High. The seventh grade should be a period for trying out the different courses. It is unlikely that after the first half of the eighth grade there would be any necessity for change of course, although there should be an opportunity for it if occasion demanded. There are three courses; the academic or foreign language, the commercial and the industrial. A wrong choice at this time in a child's educational career may be corrected with less waste and loss to the child than in the high school or after leaving school. With the careful consideration of the ability of the individual by the teachers, based on the work done by the pupil during the try-out period; the desire of the parents; and the preference of the pupil, much of the drifting should be eliminated and the pupil given a start toward the career he is most fitted to follow.

Respectfully submitted,

(Signed) BEATRICE A. SIMPSON.

Principal Junior High School.

REPORT OF ATTENDANCE OFFICER FROM SEPT. 1 to DEC. 31, 1918

Number of visits to schools,	31
Number of absentees reported,	20
Number of houses visited,	19
Number of investigations at school,	8
Number found to be sick,	14
Number for other reasons, but excusable,	4

Respectfully submitted,

RUSS W. HARDING,

Attendance Officer.

REPORT SCHOOL OFFICER FROM JAN. 1, 1918,
TO JUNE 1, 1918

School visits,	342
Number sick,	27
Skin disease,	7
Complaints at school,	99
Number of houses visited,	39
Number of truants,	17
Other complaints not sickness,	6
Superintended fire drills,	7

WILLIAM T. HOOPER.

Appendix

FINANCIAL STATEMENT

January 1, 1918, to December 31, 1918

RECEIPTS

Appropriation,		\$53,200 00
Town of Norfolk, tuition,	\$326 25	
Town of Bellingham, tuition,	428 75	
Tuition of State Wards,	353 50	
Dog Licenses,	651 36	
Miscellaneous Receipts,	234 60	

Total,		\$1,994 46
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Total Receipts,		\$55,194 46
Total Expenditures,		54,044 16

Unexpended balance,		\$1,150 30
Appropriation for Medical In- spection,	\$200 00	

EXPENDITURES

Expenses of General Control,	\$2,814 99	
School Committee and business offices:		
Salaries,		\$739 90
Other Expenses,		295 56
Superintendence and Enforcement of Laws:		
Salaries,		1,663 30
Other Expenses,		116 23
Expenses of Instruction,	33,978 04	
Salaries, Supervisors,		1,060 14
Other Expenses,		68 00
Salaries, Principal (High),		1,756 25
Salaries, Teachers (High)		6,373 51
Salaries, Teachers (Elem'y),		21,948 48
Text Books (High),		368 86
Text Books (Elem'y),		701 79
Supplies (High),		563 38
Supplies (Elem'y),		1,137 63
Expenses of Oprt'g Sch. Plants,	11,400 98	
Wages of Janitor (High),		966 00
Wages of Janitor (Elem'y),		4,081 70
Fuel (High),		1,150 77
Fuel (Elem'y),		4,474 12
Miscellaneous (High),		276 40
Miscellaneous (Elem'y),		451 99
Maintenance,	2,199 75	
Repairs and Improv. (High),		668 11
Repairs and Improv. (Elem'y)		1,531 64
Auxiliary Agencies,	2,957 46	
Health,		5 63
Transportation,		2,951 83
Miscellaneous,	692 94	
Tuition,		31 50
Sundries,		661 44
Total Expenditures,	\$54,044 16	\$54,044 16

Enrollment of Schools by Grade, December 1917 and 1918

<i>School</i>	<i>Grade</i>	<i>Number 1917</i>	<i>Number 1918</i>
High	IV	30	31
	III	37	26
	II	44	45
	I	60	57
Junior High	8	86	99
	7	118	100
Metcalf	5	36	42
	4 and 5	33	37
	3 and 4	38	38
Ray	6	41	42
	6	39	37
	6	42	44
	5	40	42
Thayer	5	41	39
	4	40	42
	3	30	36
	1 and 2	34	39
Nason Street	4	41	37
	3	38	35
	2	29	28
	1	31	40
Arlington Street	4	37	31
	3	31	38
	2	41	32
	1	37	39
Four Corners	2	27	28
	1	37	43
Brick	1 and 2	38	38
Unionville	1-3	23	27
South Franklin	1-8	14	16
North Franklin	1-6	22	13
		<hr/> 1,235	<hr/> 1,241

Beginners by Age and Sex. Sept., 1918. Ages Sept. 1, 1918.

Age, years and Months	5-6 to 6		6 to 6-6		6-6 to 7		7-to 7-6		7-6 to 8		8 to 8-6		8-6 to 9		Totals	
Sex	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Thayer	6	3	5	5											11	8
Nason Street	5	5	4	11	3	2	3	2							15	20
Arlington Street	8	7	4	10	1	3	3	1	1	1	2				18	22
Four Corners	6	6	12	6	2	2			1						21	14
Brick	3	2	3	4	2	3	2						1		1	9
Unionville	3	1	1	1	1	1	1	1							5	4
So. Franklin			2	1											2	1
No. Franklin	1	1											1	0	1	1
	32	25	31	38	9	11	8	4	1	1	2		1		84	79
Totals	57		69		20		12		2		2				163	

Distribution of Pupils by Grade, Age, Sex, December 1st, 1918,
Ages as of September 1st, 1918.—Continued.

Grade		I			II			III			IV			V			VI		
Sex	Age	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
"	5	29	24	53															
"	6	44	49	93	17	15	32												
"	7	12	14	26	39	28	67	16	21	37									
"	8	4	0	4	15	11	26	33	34	67	13	15	28	0	1	1			
"	9				4	2	6	11	15	26	30	28	58	13	9	22			
"	10				3	1	4	5	7	12	18	14	32	37	26	63	12	11	23
"	11							1	2	3	3	6	9	18	13	31	14	29	43
"	12							1	0	1	8	3	11	10	7	17	19	22	41
"	13							1	0	1	3	2	5	7	3	10	9	11	20
"	14										1	1	2	1	1	2	1	1	2
"	15													1	0	1			
"	16																		
"	17																		
"	18																		
Totals		89	87	176	79	57	136	68	79	147	76	69	145	87	60	147	55	74	129

DISTRIBUTION OF PUPILS BY GRADE, AGE, SEX, DECEMBER
1st, 1918, AGES AS OF SEPTEMBER 1st, 1918--Concluded.

VII			VIII			IX			X			XI			XII			Total
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
															30	24	54	
															61	64	125	
															67	63	130	
															65	61	126	
															58	54	112	
															75	59	134	
															45	79	124	
8	14	22	1	15	16										71	74	145	
26	22	48	7	20	27										58	40	98	
8	14	22	26	9	35	3	1	4	1	0	1				34	29	63	
4	4	8	15	0	15	10	19	29	2	1	3	0	2	2				
0	1	1	7	0	7	1	15	16	8	16	24	1	1	2	18	33	51	
			0	1	1	4	2	6	5	8	13	4	5	9	4	14	19	33
						1	1	2	0	3	3	1	6	7	14	6	20	26
									0	1	1	1	5	6	13	9	11	20
46	55	101	56	45	101	19	38	57	16	29	45	7	19	26	31	611	630	1241

School Organization

ARTHUR W. HALE—Superintendent of Schools
 Amherst College, A. B., *Harvard University
 Salary, \$2,000—Franklin, \$1,400—Wrentham, \$600
 List of Regular Teachers to Date

*Attended without graduating

NAME	Grade	WHERE EDUCATED	Date of first appointment.	Date of appointment to present position.	Salary.
		Horace Mann School			
Chas. B. Lamb, Prin.		Bowdoin College, A. B.	1914	1914	\$1850.00
Chas. F. Frazier,		*Harvard Summer School			
Sub-Master		*Hyannis Normal	1898	1917	1045.00
Alice Wiggin		Radcliffe College, A. B.,			
		Hyannis Summer School	1902	1902	957.00
Frances E. King		Bridgewater Normal	1886	1910	841.50
Helen J. Goodspeed		Smith College, A. B.	1914	1914	841.50
Martha C. John		Malden Com. College	1916	1916	786.50
Beatrice Staples		Wheaton College, A. B.	1917	1917	786.50
Helen D. Bean		Wellesley College, A. B.	1918	1918	700.00
		Theron Metcalf School			
		Junior High			
Beatrice A. Simpson,		Salem Normal,			
Prin.		*Hyannis Summer School			
		*Boston University	1916	1918	990.00
J. Etta McCabe		Bridgewater Normal	1912	1917	770.00
M. Helen Sullivan,		Bridgewater Normal	1914	1918	721.60
Julia A. Sheehan		Buffalo, N. Y. Normal			
		*Boston University	1918	1918	715.00
Edna L. Pinkert		Salem Normal,			
		*Lowell Institute	1918	1918	715.00
Mildred Peoples		Framingham Normal	1918	1918	770.00
A. Lillian Goetz		Boston Normal Art	1918	1918	825.00
		Metcalf Grades			
Anna I. Morris	5	North Adams Normal	1914	1914	\$ 721.60
May E. Lennon	4 & 5	Bridgewater Normal	1917	1917	666.60
Maud L. Granger	3 & 4	Dean Academy	1911	1913	721.60
		Ray School			
Gertrude A. Curtis, Prin.	6	Franklin High	1914	1915	767.80
Irene Cannon	6	Worcester Normal	1918	1918	611.60
Ethel K. Foster	6	Pall River High	1914	1918	721.60
F. Hazel Gunning	5	Westfield Normal	1918	1918	605.00
		Thayer School			
Rebecca Dunning,	3	Framingham Normal,			
Prin.		*Yale College Summer			
		School	1888	1907	767.80
Dolhe S. Carroll	5	Farmington, Maine, Normal	1903	1917	721.60
Jennie M. Tweedie	4	Framingham Normal	1913	1914	721.60
Jennie P. Baker	1 & 2	Bridgewater Normal	1882	1901	721.60

NAME	Grade	WHERE EDUCATED	Date of first appointment.	Date of appointment to present position.	Salary.
		Nason St. School			
Beulah A. Woodward, Prin.	4	Franklin High	1903	1911	767.80
Ellen G. Feeley	3	Bridgewater Normal	1915	1917	721.60
Anna T. McCabe	2	Bridgewater Normal	1915	1915	721.60
Eleanor B. Marston	1	Lucy Wheelock's Kindergarten Training School	1917	1917	666.60
		Arlington Street School			
Emma J. Holmes, Prin.	4	Bridgewater Normal	1902	1912	767.80
Lucy E. Tower	3	Walpole Training Class	1891	1911	721.60
Emma C. North	2	Wakefield High,			
		Chataqua Summer Sch.	1910	1918	721.60
Mary E. McCarthy	1	Fitchburg Normal	1916	1916	721.60
		Four Corners School			
Emily F. Morse, Prin.	1	Charing Hall, Normal Kindergarten	1885	1908	\$ 721.60
Helen M. Stott	2	*Dean Academy, Hyannis Summer School	1910	1917	721.60
		Brick School			
Edith L. Metcalf	1-2	Bridgewater Normal	1904	1907	721.60
		Unionville School			
Margaret McCabe	1-3	Bridgewater Normal	1918	1918	605.00
		South Franklin School			
Mary F. Monehan	1-8	Framingham Normal	1918	1918	605.00
		North Franklin School			
Eileen A. Ahearn	1-8	Framingham Normal	1918	1918	605.00
		Supervisor of Drawing			
Ruth M. Meister		Mass. Normal Art	1914	1914	539.00
		Supervisor of Music			
Ella G. Moore		Delaware Literary Institute, N. Y. State	1915	1915	594.00
		Special Teacher			
E. Francis Clarridge		Framingham Normal	1918	1918	605.00

SCHOOL CENSUS, SEPTEMBER, 1918.

Number of children between 5 and 7	213
Number of children between 7 and 14	797
Number of children between 14 and 16	125
Number of illiterate minors between 16 and 21.	14

Statistics of Attendance 1913-1919

School Year Ending		Enrollment			Av. Membership			Av. Attendance			Percent Att.	
		Total	High	El.	Total	High	El.	Total	High	El.	T. H. El.	
June, 1913		1135	194	941	1081	174	907	1006	168	838	94	96
" 1914		1246	219	1027	1149	210	939	1079	202	877	94	95
" 1915		1245	225	1020	1189	217	972	1152	207	945	96	95
" 1916		1308	236	1072	1211	205	1006	1131	194	937	93	94
" 1917		1274	197	1077	1190	190	1000	1110	170	940	92	90
" 1918		1287	184	1103	1195	168	1027	1125	160	965	94	95
Sept.-Dec., 1918		1297	164	1133	1225	158	1067	1107	147	960	90	93

Comparative Figures, Fiscal Years Ending Dec. 1917 and 1915.

	1917	1915
Population, (State Census) 1915, 6,440	5,641	(1910 Census).
Valuation	\$5,979,624.00	\$4,797,425.00
Valuation per pupil	5,025.00	4,034.00
Rank in valuation Towns 5,000 pop. or over	227	274
Expenditure per 1,000 valuation	6.81	8.64
Rank in State Towns 5,000 or over	90	22

Total Expenditures and Per Capita Cost

1913	1914	1915	1916	1917	1918
\$39,124.30	\$41,889.74	\$41,188.23	\$41,816.12	49,828.24	\$54,044.16
34.05	35.23	34.01	35.14	40.34	44.12

HIGH SCHOOL GRADUATES, JUNE, 1918

Andersen, Lillian Blanche
Andrews, Doris Elizabeth
Buckley, Hazel Greensmith
Burke, Mary Theresa
Carpenter, Sydney George, Jr.
Cook, Hortense Aline
Couthill, Grace Evelyn
Frederickson, Conrad Robert
Holmes, Thomas Alan
Hood, Helen Frances
Keefe, Sarah Irene
Kennelly, Waldo Joseph
Killilea, William Gerald
Lightfoot, Dorothy Cora
Linehan, Philip Joseph
Lovejoy, Richard Perry
O'Malley, Annie Belle
Mann, Ruth Elsie
Martin, Gladys Sara
Mason, Florence Hazel
Meehan, Agnes Irene
Paver, William Henry
Prince, Helen Bright
Prince, Marion Chaffee
Pullen, Marian Sylvia
Stobbart, Emmy Jemima
Sweeney, Mary Louise
Tero, William Augustine.

